Units that have program accreditation may use information in their accreditation self-studies and external reviewer findings for the academic unit review process given the understanding that academic unit review applies to the entire unit and focuses on continuous improvement rather than compliance with disciplinary standards. All of the topics listed below must be addressed in the Ball State academic unit review self-study. Units with program accreditation schedule their University academic unit review to take place either at the same time as the reaccreditation process or within one year following it wherever possible. In cases where units have multiple program accreditations on different timeframes, a decision needs to be made about which accreditation most appropriately aligns to the academic unit review.

I. EXECUTIVE SUMMARY
   A. brief statement of strengths, challenges, and recommendations

II. ACADEMIC UNIT DESCRIPTORS
   A. Degree(s) offered
   B. Location(s)
   C. Organizational affiliation (school, college)
   D. Accreditation status of the unit, if any
   E. Description of programs within the unit
   F. Rankings or significant recognitions since last review

III. ACADEMIC OBJECTIVES OF UNIT
   A. What are the unit’s objectives?
   B. What evidence is there that these objectives are being met?
   C. How do these objectives differ from those in similar units elsewhere?
   D. To what degree are the unit’s goals congruent with those of the University’s strategic plan?
   E. Significant changes in the objectives since the last review, if applicable.

IV. STUDENT LEARNING OUTCOMES AND CURRICULUM
   A. In what ways are the unit’s student learning outcomes assessed?
   B. What are the major findings of assessment of student learning and how have they been used to improve student learning?
   C. What courses and/or curricular programs have been adopted and/or dropped since the last review? Why?
D. What are the trends, needs, and future directions in the unit’s curriculum?
E. How does this curriculum compare to others in similar institutions, i.e., size, scope?
F. Does the curriculum meet the objectives stated above? How? Why or Why not?
G. In what ways does the unit’s curriculum reflect the university’s strategic plan?
H. In what ways does the unit’s curriculum reflect the university’s core curriculum?

V. STUDENTS

A. Give a brief summary of unit enrollment history and trends. Are there any enrollment ceilings?
B. What are the completion and attrition rates of the unit’s students?
C. What are favorable characteristics and/or problems in enrollment in specific courses, areas, locations, or modes of instruction?
D. How are students advised?
E. How has the university’s strategic plan affected the unit’s students?
F. To what extent are students satisfied with the quality of instruction, advising, career and/or graduate/professional school preparation, and other relevant issues?

VI. FACULTY

A. What has been the change in faculty composition since the last review?
B. What is the capability of faculty to meet unit needs?
C. Characterize the performance and productivity of faculty in the last five years in the following areas: (NOTE: Submitted vitae of all faculty members, including current part-time faculty, are a requirement of this evaluation.)
   1. Teaching: student and peer evaluations
   2. Scholarly productivity: publications and papers, exhibitions, creative endeavors, research funding, etc.
   3. Notable Service: unit, college, university, and community
D. Professional development: additional study, retraining, etc. (For graduate program review): What are the unit’s requirements for selection of graduate faculty? Is the graduate faculty sufficient in number and expertise?
E. How has the university’s strategic plan affected the unit’s faculty?
VII. SUPPORT FOR THE UNIT

A. What support is given the unit in terms of:
   1. Budget
   2. Space
   3. Staff
   4. Travel
   5. Computer and Technology Services
   6. Library Services

B. What types of internal and external research support has the program received for each of the last five years?

VIII. UNIT MANAGEMENT AND LEADERSHIP

A. Give an evaluation of unit leadership, citing such areas as personnel, budget, teaching assignments, etc.

B. What are the specific areas which need to be addressed by future leaders of the program?

IX. ALUMNI/AE INFORMATION

A. Units should include results of alumni surveys.

B. Units with professional programs should include results of employer surveys.

IX. SUMMARY

Give a summary of the unit, its strengths, problems, prospects, and recommendations that immediately flow from the evaluation. Please limit to no more than five pages.
As appropriate, the unit review may address the following topics:

A. Age of unit
B. What are the characteristics of students who select this unit and its programs in terms of ability, motivation, career goals, etc.? Areas of discussion might include: test scores, GPA of previous degree, academic awards, financial aid based on merit, and student research including publications, papers published, and research funded.
C. How are students involved in the department’s operation?
D. What do students do when they graduate? For example, how many are employed in related fields or are continuing their education? How many are unemployed? In what way does the program relate to these employment activities? In what ways is the unit active in aiding students with employment opportunities?
E. What are the academic standards promoted by faculty, i.e., course requirements, grading patterns and rigor?
F. Compare the university’s support of the unit with support given similar programs at similar institutions.